



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4602 W Sweetwater, Glendale, AZ 85304

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Barbara Lake
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-8
Web Address : www.wesd.k12.az.us
Phone Number : (602) 896-6500
Fax Number : (602) 896-6520
E-mail : blake@sw.wesd.k12.az.us

Mission

The mission of Sweetwater School is to provide a diverse and enriched education to students, staff and community in a respectful and caring environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Sweetwater School will continue to implement the K-3 override monies to improve student learning by providing full day Kindergarten and reading intervention.
- ü Teachers will continue to implement and integrate writing across the curriculum.
- ü Teachers will strive to improve test scores in reading and mathematics by utilizing test data to drive instruction.
- ü Teachers will assure that all children will achieve to the greatest extent of their personal ability through individualized instruction assisted by test data, studies, professional development on brain centered learning and differentiation.

Enrollment

October 1, 2005 School Year Student Enrollment : 557
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 127

Instructional Programs

- Ü Art/Music/Physical Education
- Ü Technology/Teaching Learning Stations
- Ü Drug/Alcohol/Tobacco Prevention Programs
- Ü Full Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school strives to provide: a safe environment, consistent leadership, effective instructional practices, student achievement, a welcoming community, and personal and professional development.

Parents

It is the role of the parent to be actively engaged in their student's learning process by supporting the school's policies and procedures, attending parent meetings, volunteering at school, and providing homework time after school.

Transportation Policy

Bus riding is a privilege extended to students through Board Policy. The Transportation Department is responsible for transporting students safely to and from school and school-related activities. The department is committed to providing its employees with ongoing training to successfully carry out its responsibilities. Students shall conform to all policies and regulations relating to conduct on school buses so that a safe and friendly environment may be maintained.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Artist-in-Residence	2005
Ü Artist-in-Residence	2004
Ü District-wide Employee of the Month	2003
Ü District-wide Employee of the Month	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	2709	80010	98	100	99	438	435	447	21	15	10	27	24	18	42	49	53	10	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1273	38935	97	100	99	443	435	447	11	13	9	30	25	19	49	50	55	11	12	17
Male	25	1436	40974	100	100	98	431	435	448	36	16	11	24	23	18	32	49	52	8	12	19
African American	NC	173	4201	NC	100	99	NC	422	430	NC	22	17	NC	27	23	NC	43	51	NC	8	9
Hispanic	19	1275	34545	100	100	99	429	422	432	32	20	14	21	30	24	47	46	53	NA	5	9
Asian/Pacific Islander	NC	85	2068	NC	100	99	NC	449	474	NC	8	4	NC	20	10	NC	51	50	NC	21	36
American Indian/Alaskan Native	NC	105	3979	NC	100	96	NC	423	424	NC	16	17	NC	30	30	NC	49	47	NC	5	6
White	31	1071	35142	97	100	99	440	453	465	13	8	5	32	17	11	42	54	56	13	21	28
Students with Disabilities	21	385	10161	95	100	93	387	406	419	57	35	28	38	32	28	5	28	36	NA	5	8
Students without Disabilities	41	2324	69849	100	100	100	443	439	451	2	11	7	22	23	17	61	53	56	15	13	19
Limited English Proficient Students	NC	774	14013	NC	99	97	NC	409	413	NC	26	24	NC	36	34	NC	36	39	NC	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	26	1854	39029	100	99	98	448	426	432	35	18	14	15	29	25	42	47	52	8	6	9
Non-Economically Disadvantaged	36	855	40981	97	100	100	433	455	462	11	9	6	36	14	13	42	54	54	11	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	2701	79438	98	100	98	443	438	451	18	14	9	27	29	24	53	51	56	2	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1271	38775	97	100	99	450	444	457	14	11	7	27	28	22	57	53	58	3	8	13
Male	25	1430	40560	100	100	97	433	433	446	24	17	12	28	29	25	48	49	54	NA	5	9
African American	NC	172	4178	NC	100	98	NC	428	439	NC	22	13	NC	23	29	NC	53	52	NC	2	6
Hispanic	19	1272	34297	100	100	98	443	424	434	32	19	14	26	36	31	37	42	50	5	3	5
Asian/Pacific Islander	NC	85	2063	NC	100	99	NC	453	475	NC	6	3	NC	28	15	NC	56	63	NC	9	20
American Indian/Alaskan Native	NC	104	3940	NC	100	95	NC	428	429	NC	15	14	NC	30	36	NC	53	47	NC	2	3
White	31	1068	34887	97	100	98	441	456	471	6	8	4	32	20	15	61	61	63	NA	11	18
Students with Disabilities	21	377	9588	95	99	88	419	399	416	43	43	30	24	30	32	29	24	34	5	3	5
Students without Disabilities	41	2324	69850	100	100	100	446	444	456	5	10	7	29	28	23	66	55	59	NA	7	12
Limited English Proficient Students	NC	774	13856	NC	99	96	NC	406	407	NC	28	27	NC	44	43	NC	28	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	26	1849	38685	100	99	97	442	429	435	31	17	14	27	33	32	42	46	50	NA	4	5
Non-Economically Disadvantaged	36	852	40753	97	100	99	444	458	467	8	7	5	28	19	16	61	62	62	3	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	2700	79971	98	100	99	405	413	423	18	11	8	44	43	41	37	44	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1272	38974	97	100	99	427	427	437	14	7	5	38	36	33	46	53	57	3	3	4
Male	25	1428	40895	100	100	98	368	401	410	24	13	10	52	50	47	24	36	41	NA	1	2
African American	NC	172	4203	NC	100	99	NC	406	411	NC	13	11	NC	49	45	NC	37	43	NC	1	2
Hispanic	19	1269	34481	100	99	99	394	403	410	32	13	10	26	47	46	42	39	43	NA	1	1
Asian/Pacific Islander	NC	85	2067	NC	100	99	NC	428	449	NC	8	4	NC	31	28	NC	60	60	NC	1	8
American Indian/Alaskan Native	NC	105	3995	NC	100	96	NC	399	409	NC	14	10	NC	51	47	NC	34	42	NC	NA	1
White	31	1069	35150	97	100	99	405	426	437	10	7	5	52	38	35	35	51	56	3	3	5
Students with Disabilities	21	382	10258	95	100	94	337	355	377	38	33	23	33	48	51	29	18	25	NA	1	1
Students without Disabilities	41	2318	69713	100	100	100	411	422	429	7	7	5	49	43	39	41	48	52	2	2	3
Limited English Proficient Students	NC	772	13985	NC	99	97	NC	387	382	NC	18	18	NC	52	54	NC	30	27	NC	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	26	1850	38994	100	99	98	402	405	409	27	12	10	38	48	47	31	39	41	4	1	1
Non-Economically Disadvantaged	36	850	40977	97	100	100	406	431	437	11	7	5	47	34	34	42	55	56	NA	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	2820	80147	100	100	99	476	468	482	13	14	11	34	22	17	37	49	49	16	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1371	39281	100	100	99	475	469	483	14	12	9	35	24	17	41	50	50	11	15	24
Male	31	1448	40780	100	100	98	476	468	482	13	16	12	32	21	17	32	48	48	23	15	24
African American	NC	182	4249	NC	100	99	NC	449	464	NC	19	17	NC	30	22	NC	46	48	NC	5	13
Hispanic	19	1209	33494	100	100	99	452	455	466	21	19	15	47	27	23	26	44	49	5	9	14
Asian/Pacific Islander	NC	101	2103	NC	100	99	NC	485	515	NC	9	4	NC	16	8	NC	56	44	NC	19	45
American Indian/Alaskan Native	NC	108	4117	NC	99	96	NC	458	456	NC	15	19	NC	27	27	NC	53	46	NC	6	8
White	40	1220	36122	100	100	99	485	484	501	10	8	5	23	16	10	48	53	50	20	23	35
Students with Disabilities	32	447	10295	100	99	92	436	436	443	28	36	33	41	28	26	31	31	33	NA	5	8
Students without Disabilities	36	2373	69852	100	100	100	486	474	488	NA	10	7	28	21	16	42	52	51	31	17	26
Limited English Proficient Students	NC	625	12722	NC	100	97	NC	436	441	NC	29	27	NC	35	33	NC	34	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	35	1837	38371	100	99	97	468	458	465	20	17	15	46	26	23	23	47	49	11	9	13
Non-Economically Disadvantaged	33	983	41776	100	100	100	481	487	498	6	7	6	21	15	11	52	52	49	21	26	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	2816	79686	100	100	98	457	458	470	19	15	11	29	29	24	51	52	57	NA	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1372	39163	100	100	99	473	463	475	11	12	9	35	28	22	54	55	60	NA	5	10
Male	31	1443	40438	100	99	97	440	453	465	29	18	13	23	29	25	48	49	54	NA	4	7
African American	NC	183	4228	NC	100	98	NC	446	458	NC	19	15	NC	34	28	NC	46	53	NC	1	4
Hispanic	19	1208	33299	100	100	98	442	443	452	21	21	17	42	35	32	37	43	47	NA	1	3
Asian/Pacific Islander	NC	101	2097	NC	100	99	NC	459	490	NC	12	5	NC	26	13	NC	60	68	NC	2	14
American Indian/Alaskan Native	NC	108	4087	NC	99	96	NC	448	446	NC	15	16	NC	41	38	NC	42	44	NC	3	2
White	40	1216	35914	100	99	98	462	475	489	15	9	5	25	21	15	60	62	67	NA	8	14
Students with Disabilities	32	442	9808	100	98	87	392	418	432	38	46	35	31	31	32	31	23	30	NA	1	3
Students without Disabilities	36	2374	69878	100	100	100	473	465	475	3	10	8	28	28	23	69	57	61	NA	5	9
Limited English Proficient Students	NC	626	12594	NC	100	96	NC	419	422	NC	35	34	NC	44	45	NC	21	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	35	1839	38095	100	99	97	447	447	452	26	19	17	34	34	32	40	46	48	NA	2	3
Non-Economically Disadvantaged	33	977	41591	100	100	99	464	479	486	12	8	6	24	20	16	64	63	65	NA	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	2835	80372	100	100	99	468	465	475	10	7	4	34	34	30	56	59	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1378	39452	100	100	99	487	479	488	11	4	3	24	28	22	65	67	72	NA	2	3
Male	31	1456	40836	100	100	98	447	451	464	10	9	6	45	39	37	45	50	56	NA	1	1
African American	NC	184	4264	NC	100	99	NC	457	465	NC	9	5	NC	32	35	NC	59	59	NC	1	1
Hispanic	19	1213	33608	100	100	99	464	453	462	16	9	6	37	39	36	47	51	57	NA	1	1
Asian/Pacific Islander	NC	100	2098	NC	99	99	NC	482	500	NC	3	2	NC	28	16	NC	65	75	NC	4	7
American Indian/Alaskan Native	NC	108	4128	NC	99	97	NC	461	464	NC	8	4	NC	32	39	NC	59	56	NC	NA	1
White	40	1230	36213	100	100	99	470	477	489	8	4	2	33	29	22	60	65	72	NA	1	3
Students with Disabilities	32	457	10526	100	100	94	403	414	427	22	21	15	44	53	53	34	26	31	NA	NA	1
Students without Disabilities	36	2378	69846	100	100	100	484	474	482	NA	4	3	25	30	26	75	65	69	NA	1	2
Limited English Proficient Students	NC	629	12747	NC	100	97	NC	427	432	NC	15	12	NC	50	52	NC	35	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	35	1850	38521	100	100	98	462	455	461	14	8	6	37	39	38	49	52	55	NA	1	1
Non-Economically Disadvantaged	33	985	41851	100	100	100	472	483	489	6	4	3	30	24	22	64	70	72	NA	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	2774	79306	100	100	99	500	487	504	24	19	13	24	26	20	42	45	49	9	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1319	38845	100	100	99	491	488	505	26	17	11	29	28	20	42	46	50	3	9	18
Male	43	1453	40383	100	100	98	505	487	504	23	21	14	21	25	19	42	44	47	14	10	19
African American	NC	177	4171	NC	100	98	NC	468	485	NC	24	20	NC	38	26	NC	35	44	NC	3	10
Hispanic	24	1226	32673	100	100	99	489	473	487	46	25	18	17	32	25	33	39	46	4	4	10
Asian/Pacific Islander	NC	81	2147	NC	99	99	NC	518	539	NC	11	5	NC	12	10	NC	54	46	NC	22	40
American Indian/Alaskan Native	--	98	4034	--	99	97	--	478	479	--	20	22	--	33	29	--	43	43	--	4	7
White	44	1191	36234	100	99	99	504	503	523	14	13	6	25	19	13	48	53	52	14	16	28
Students with Disabilities	32	459	10286	100	99	91	477	452	462	44	49	41	34	31	27	22	18	27	NA	3	5
Students without Disabilities	42	2315	69020	100	100	100	506	494	510	10	13	9	17	25	18	57	50	52	17	11	21
Limited English Proficient Students	NC	471	10291	NC	98	96	NC	448	458	NC	46	38	NC	37	34	NC	16	26	NC	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	35	1788	37437	97	99	97	493	476	486	34	23	19	23	31	26	37	41	46	6	5	9
Non-Economically Disadvantaged	39	986	41869	100	100	100	504	507	521	15	12	7	26	17	14	46	53	51	13	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	2772	79000	100	100	98	486	478	489	20	14	10	26	28	24	49	53	58	5	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1319	38774	100	100	99	485	484	494	13	10	7	32	26	22	55	58	61	NA	6	10
Male	43	1451	40150	100	100	98	486	473	485	26	18	12	21	30	25	44	48	55	9	5	8
African American	NC	176	4153	NC	100	98	NC	467	476	NC	16	13	NC	34	30	NC	48	53	NC	1	4
Hispanic	24	1225	32508	100	100	98	481	465	472	33	19	15	33	36	33	33	43	49	NA	2	3
Asian/Pacific Islander	NC	82	2142	NC	100	99	NC	497	510	NC	11	4	NC	18	14	NC	60	67	NC	11	16
American Indian/Alaskan Native	--	98	4016	--	99	96	--	463	467	--	17	14	--	32	37	--	51	46	--	NA	2
White	44	1190	36135	100	99	98	488	494	508	11	9	4	20	19	14	59	63	67	9	9	15
Students with Disabilities	32	457	9991	100	98	88	446	440	449	38	42	33	38	36	36	25	20	29	NA	1	2
Students without Disabilities	42	2315	69009	100	100	100	497	485	495	7	9	6	17	26	22	67	59	62	10	6	10
Limited English Proficient Students	NC	471	10199	NC	98	95	NC	435	439	NC	41	35	NC	45	47	NC	15	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	35	1787	37234	97	99	97	483	469	472	29	17	15	31	33	33	34	48	50	6	2	3
Non-Economically Disadvantaged	39	985	41766	100	100	99	487	496	505	13	9	5	21	19	16	62	61	65	5	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	2787	79611	100	100	99	500	484	496	11	10	7	38	39	37	51	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	1321	39016	100	100	99	517	503	511	6	6	4	35	31	29	58	63	66	NA	0	1
Male	43	1464	40519	100	100	98	490	467	482	14	14	10	40	46	44	47	40	46	NA	NA	0
African American	NC	176	4188	NC	100	98	NC	486	486	NC	9	9	NC	41	40	NC	50	50	NC	NA	0
Hispanic	24	1231	32855	100	100	99	511	471	481	17	13	10	33	44	43	50	43	47	NA	NA	0
Asian/Pacific Islander	NC	82	2149	NC	100	100	NC	487	519	NC	11	4	NC	29	24	NC	59	70	NC	1	2
American Indian/Alaskan Native	--	99	3992	--	100	96	--	476	478	--	8	10	--	53	46	--	39	44	--	NA	0
White	44	1198	36380	100	100	99	497	498	511	7	7	4	36	33	30	57	60	65	NA	0	1
Students with Disabilities	32	471	10664	100	100	94	431	426	440	25	27	23	50	56	54	25	17	22	NA	NA	1
Students without Disabilities	42	2316	68947	100	100	100	520	495	504	NA	6	4	29	35	34	71	58	61	NA	0	1
Limited English Proficient Students	NC	473	10362	NC	99	97	NC	428	438	NC	25	22	NC	56	57	NC	20	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	36	1799	37626	100	100	98	498	475	479	14	11	10	42	42	45	44	46	45	NA	0	0
Non-Economically Disadvantaged	38	988	41985	100	100	100	502	500	511	8	7	4	34	32	30	58	61	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	2675	79327	100	100	98	509	505	518	23	25	19	17	22	20	50	43	46	9	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	1240	38961	100	100	98	499	507	520	28	23	16	21	21	20	45	46	48	7	10	16
Male	35	1435	40295	100	100	97	516	504	516	20	26	21	14	22	19	54	40	44	11	11	16
African American	NC	184	4247	NC	100	98	NC	488	499	NC	34	27	NC	22	24	NC	39	41	NC	5	8
Hispanic	16	1153	32327	100	99	98	495	488	499	31	34	27	31	26	25	31	35	41	6	4	8
Asian/Pacific Islander	NC	73	1939	NC	97	99	NC	517	556	NC	12	6	NC	23	10	NC	53	47	NC	11	36
American Indian/Alaskan Native	NC	114	4391	NC	100	96	NC	491	489	NC	32	32	NC	29	27	NC	34	36	NC	4	4
White	43	1151	36373	100	100	98	517	526	538	16	14	10	12	17	14	60	50	52	12	19	25
Students with Disabilities	17	339	9321	100	98	87	466	461	467	53	61	54	18	20	22	29	17	21	NA	2	3
Students without Disabilities	47	2336	70006	100	100	100	515	511	524	13	19	14	17	22	19	57	46	49	13	12	18
Limited English Proficient Students	NC	408	9431	NC	99	95	NC	456	466	NC	64	53	NC	24	27	NC	11	18	NC	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	25	1696	37097	100	99	97	503	492	498	28	31	27	28	24	25	32	39	41	12	6	7
Non-Economically Disadvantaged	39	979	42230	100	100	99	512	528	535	21	14	11	10	17	15	62	49	50	8	20	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	2672	79501	100	100	98	495	490	497	13	14	10	27	27	25	58	56	60	3	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	1239	39062	100	100	99	498	497	502	10	11	8	31	25	23	55	60	64	3	4	5
Male	35	1433	40368	100	100	98	493	484	491	14	16	13	23	29	27	60	52	57	3	3	3
African American	NC	183	4279	NC	100	99	NC	476	485	NC	17	14	NC	33	30	NC	49	54	NC	1	2
Hispanic	16	1152	32389	100	99	98	495	473	478	19	21	16	31	34	34	50	43	48	NA	1	1
Asian/Pacific Islander	NC	73	1936	NC	97	99	NC	490	519	NC	10	3	NC	30	14	NC	58	73	NC	3	9
American Indian/Alaskan Native	NC	114	4401	NC	100	96	NC	480	473	NC	14	17	NC	41	40	NC	44	43	NC	1	1
White	43	1150	36446	100	100	99	499	509	516	9	6	4	21	18	15	65	70	73	5	7	7
Students with Disabilities	17	336	9411	100	97	88	458	448	453	29	46	36	41	32	36	29	20	26	NA	1	1
Students without Disabilities	47	2336	70090	100	100	100	501	496	502	6	9	7	21	26	24	68	61	65	4	4	5
Limited English Proficient Students	NC	407	9401	NC	99	94	NC	437	443	NC	50	40	NC	39	46	NC	11	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	25	1694	37183	100	99	97	484	478	479	20	18	16	36	33	34	40	48	49	4	1	1
Non-Economically Disadvantaged	39	978	42318	100	100	99	501	510	513	8	7	5	21	18	17	69	68	70	3	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	2680	80000	100	100	99	580	561	564	5	4	3	11	10	11	77	78	75	8	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	1239	39288	100	100	99	585	579	579	7	2	2	7	5	6	79	81	77	7	13	16
Male	35	1441	40644	100	100	98	576	546	549	3	5	4	14	15	15	74	75	74	9	5	7
African American	NC	185	4307	NC	100	99	NC	541	551	NC	8	4	NC	12	13	NC	76	75	NC	4	7
Hispanic	16	1152	32672	100	99	99	570	549	548	6	5	4	19	12	14	75	78	76	NA	5	6
Asian/Pacific Islander	NC	73	1945	NC	97	99	NC	569	592	NC	5	1	NC	4	4	NC	78	69	NC	12	25
American Indian/Alaskan Native	NC	114	4424	NC	100	97	NC	570	549	NC	NA	3	NC	6	14	NC	88	77	NC	6	5
White	43	1156	36602	100	100	99	581	575	579	5	2	2	9	9	7	74	76	75	12	13	16
Students with Disabilities	17	345	9919	100	100	93	558	504	505	18	10	9	29	33	35	47	54	54	6	3	2
Students without Disabilities	47	2335	70081	100	100	100	583	569	571	NA	3	2	4	7	7	87	81	79	9	9	12
Limited English Proficient Students	NC	405	9571	NC	98	96	NC	495	502	NC	14	10	NC	24	29	NC	62	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	25	1700	37534	100	99	98	586	551	547	8	4	4	12	12	15	68	78	76	12	6	5
Non-Economically Disadvantaged	39	980	42466	100	100	100	576	578	578	3	3	2	10	7	7	82	77	75	5	14	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	2599	78546	100	99	97	558	533	543	7	19	15	19	19	18	61	51	52	13	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1279	38645	100	99	98	550	535	545	8	17	13	24	19	18	57	53	54	11	11	15
Male	33	1320	39792	100	99	97	566	532	542	6	21	17	12	19	17	67	49	50	15	11	15
African American	NC	193	4205	NC	98	97	NC	516	524	NC	30	22	NC	23	22	NC	41	49	NC	7	7
Hispanic	12	1052	31177	100	99	97	542	517	524	17	26	22	25	24	23	50	46	48	8	5	7
Asian/Pacific Islander	NC	80	1940	NC	100	99	NC	559	580	NC	9	5	NC	10	9	NC	64	53	NC	18	33
American Indian/Alaskan Native	NC	94	4689	NC	96	95	NC	528	515	NC	17	28	NC	22	25	NC	53	43	NC	7	4
White	50	1180	36450	100	99	97	562	549	563	2	12	7	20	16	12	62	57	57	16	16	23
Students with Disabilities	22	308	8093	100	95	82	515	482	489	18	53	50	27	26	24	55	17	23	NA	4	2
Students without Disabilities	48	2291	70453	100	100	100	563	539	549	2	14	11	15	18	17	65	56	56	19	12	16
Limited English Proficient Students	NC	384	9323	NC	96	94	NC	486	491	NC	54	47	NC	23	28	NC	22	24	NC	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	25	1299	34694	100	98	96	548	523	524	8	22	23	16	23	23	64	49	48	12	6	7
Non-Economically Disadvantaged	45	1300	43852	100	100	99	563	544	559	7	16	10	20	16	13	60	53	56	13	15	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	2609	79045	100	99	98	518	504	512	3	12	10	27	29	25	67	54	58	3	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1283	38860	100	99	98	518	511	519	5	9	7	24	26	22	65	58	62	5	7	8
Male	33	1326	40075	100	100	97	517	496	505	NA	15	12	30	32	28	70	50	54	NA	3	6
African American	NC	195	4250	NC	99	98	NC	492	500	NC	15	12	NC	36	31	NC	45	54	NC	4	3
Hispanic	12	1054	31314	100	99	98	510	486	493	8	19	16	33	37	34	58	42	48	NA	2	2
Asian/Pacific Islander	NC	80	1949	NC	100	99	NC	520	536	NC	3	4	NC	23	15	NC	65	66	NC	10	15
American Indian/Alaskan Native	NC	94	4719	NC	96	96	NC	495	489	NC	12	15	NC	36	39	NC	48	45	NC	4	2
White	50	1186	36730	100	100	98	521	520	532	2	6	4	24	21	16	72	66	68	2	7	12
Students with Disabilities	22	318	8552	100	98	87	469	457	463	9	37	35	41	42	40	45	18	23	5	3	1
Students without Disabilities	48	2291	70493	100	100	100	524	509	517	NA	9	7	21	27	24	77	59	62	2	5	8
Limited English Proficient Students	NC	384	9355	NC	96	95	NC	451	456	NC	40	37	NC	49	48	NC	10	15	NC	1	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	25	1299	34922	100	98	96	508	494	493	NA	14	15	28	35	34	64	48	48	8	4	3
Non-Economically Disadvantaged	45	1310	44123	100	100	99	523	513	527	4	10	6	27	24	18	69	60	66	NA	6	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	2643	79657	100	100	99	570	559	566	1	5	3	11	10	8	86	84	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1293	39120	100	100	99	577	575	580	3	3	2	8	6	4	86	90	92	3	2	2
Male	33	1350	40423	100	100	98	562	543	553	NA	7	5	15	14	12	85	79	83	NA	1	1
African American	NC	199	4290	NC	100	99	NC	545	560	NC	8	4	NC	14	9	NC	77	86	NC	1	1
Hispanic	12	1067	31642	100	100	99	564	543	552	8	8	5	17	13	11	75	79	84	NA	0	0
Asian/Pacific Islander	NC	80	1948	NC	100	99	NC	581	589	NC	3	1	NC	4	3	NC	88	91	NC	6	4
American Indian/Alaskan Native	NC	96	4760	NC	98	97	NC	556	547	NC	4	5	NC	9	14	NC	84	81	NC	2	0
White	50	1201	36929	100	100	99	572	574	579	NA	2	2	8	7	5	92	89	91	NA	2	2
Students with Disabilities	22	342	9069	100	100	92	533	500	508	5	13	11	27	35	30	64	49	58	5	3	1
Students without Disabilities	48	2301	70588	100	100	100	575	566	573	NA	4	2	4	6	5	96	89	91	NA	1	1
Limited English Proficient Students	NC	393	9521	NC	99	96	NC	482	507	NC	20	13	NC	28	24	NC	52	63	NC	1	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	25	1321	35341	100	99	97	562	552	551	NA	5	5	12	11	12	84	83	83	4	1	0
Non-Economically Disadvantaged	45	1322	44316	100	100	100	574	566	578	2	5	2	11	8	5	87	85	90	NA	2	2

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Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	2545	78400	100	98	97	556	544	554	18	25	21	23	21	19	52	45	47	8	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1249	38686	100	99	98	553	545	554	12	24	20	28	22	20	48	45	49	12	8	12
Male	37	1295	39636	100	98	96	557	543	554	22	27	23	19	21	18	54	44	46	5	8	13
African American	NC	202	4193	NC	100	97	NC	525	533	NC	36	32	NC	26	23	NC	34	40	NC	4	5
Hispanic	10	1003	30732	91	97	97	NA	529	534	NA	34	31	NA	24	24	NA	39	40	NA	3	5
Asian/Pacific Islander	NC	76	1827	NC	97	99	NC	576	594	NC	11	8	NC	18	12	NC	49	49	NC	22	31
American Indian/Alaskan Native	NC	82	4536	NC	100	95	NC	538	528	NC	21	35	NC	28	25	NC	45	37	NC	6	4
White	41	1181	37038	98	99	97	553	559	575	15	18	11	27	18	14	51	51	56	7	13	19
Students with Disabilities	11	261	7840	100	92	81	497	496	498	36	59	60	27	22	18	27	18	20	9	1	2
Students without Disabilities	51	2284	70560	100	99	99	559	549	560	14	22	17	22	21	19	57	48	50	8	9	14
Limited English Proficient Students	NC	257	8956	NC	94	95	NC	496	502	NC	61	56	NC	22	25	NC	16	18	NC	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	27	1229	33014	100	96	95	552	534	534	19	30	31	26	23	24	48	41	40	7	6	5
Non-Economically Disadvantaged	35	1316	45386	100	100	99	558	553	569	17	21	15	20	20	15	54	48	52	9	11	18

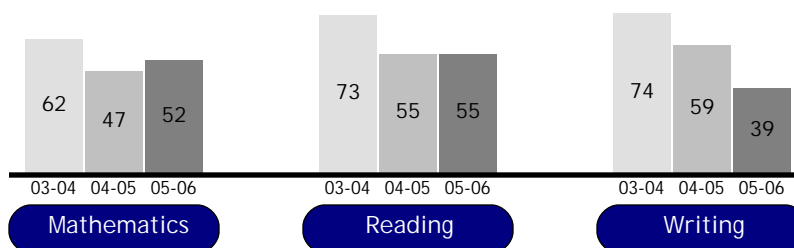
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	2545	79179	100	98	98	525	512	519	13	13	11	18	30	27	68	54	58	2	4	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1248	38974	100	99	99	533	518	524	4	10	8	28	28	25	64	57	61	4	5	5
Male	37	1296	40124	100	98	97	519	507	513	19	15	13	11	31	28	70	51	54	NA	3	4
African American	NC	201	4243	NC	99	98	NC	501	506	NC	13	14	NC	39	32	NC	45	51	NC	2	3
Hispanic	10	1005	30987	91	98	98	NA	497	498	NA	19	17	NA	36	36	NA	44	45	NA	1	1
Asian/Pacific Islander	NC	76	1832	NC	97	99	NC	525	543	NC	7	4	NC	29	17	NC	61	69	NC	4	10
American Indian/Alaskan Native	NC	82	4573	NC	100	96	NC	502	494	NC	12	16	NC	34	41	NC	52	42	NC	1	1
White	41	1180	37467	98	99	98	524	527	539	15	8	5	20	23	17	66	63	70	NA	6	8
Students with Disabilities	11	258	8567	100	91	88	454	464	467	27	40	39	18	39	38	45	21	22	9	0	1
Students without Disabilities	51	2287	70612	100	99	99	529	517	524	10	10	7	18	29	25	73	58	62	NA	4	5
Limited English Proficient Students	NC	257	9013	NC	94	95	NC	454	461	NC	50	40	NC	40	48	NC	9	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	27	1227	33345	100	96	96	524	503	499	15	15	17	15	34	36	67	49	46	4	1	1
Non-Economically Disadvantaged	35	1318	45834	100	100	99	526	521	533	11	11	7	20	25	19	69	58	67	NA	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	2563	79734	100	99	99	559	553	554	3	4	3	16	17	19	74	78	78	6	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1255	39243	100	99	99	561	567	568	4	3	2	12	11	12	80	85	85	4	1	1
Male	37	1307	40413	100	99	98	558	540	541	3	6	4	19	23	26	70	71	70	8	0	0
African American	NC	207	4285	NC	100	99	NC	548	548	NC	4	3	NC	20	22	NC	74	74	NC	1	0
Hispanic	10	1009	31254	91	98	99	NA	539	539	NA	7	5	NA	22	25	NA	71	70	NA	0	0
Asian/Pacific Islander	NC	77	1837	NC	99	99	NC	580	579	NC	NA	1	NC	10	9	NC	86	87	NC	4	2
American Indian/Alaskan Native	NC	81	4613	NC	99	97	NC	556	535	NC	NA	4	NC	20	29	NC	80	67	NC	NA	0
White	41	1188	37668	98	99	99	559	565	569	2	2	1	15	13	13	83	84	85	NA	1	1
Students with Disabilities	11	276	8943	100	97	92	497	490	495	9	11	11	27	53	51	27	35	38	36	1	1
Students without Disabilities	51	2287	70791	100	99	100	563	560	561	2	3	2	14	13	15	84	83	83	NA	0	0
Limited English Proficient Students	NC	259	9138	NC	95	97	NC	469	492	NC	25	13	NC	42	46	NC	33	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	27	1246	33718	100	98	97	543	543	538	7	6	5	19	20	26	59	74	69	15	0	0
Non-Economically Disadvantaged	35	1317	46016	100	100	100	570	563	567	NA	3	2	14	14	14	86	82	84	NA	1	1

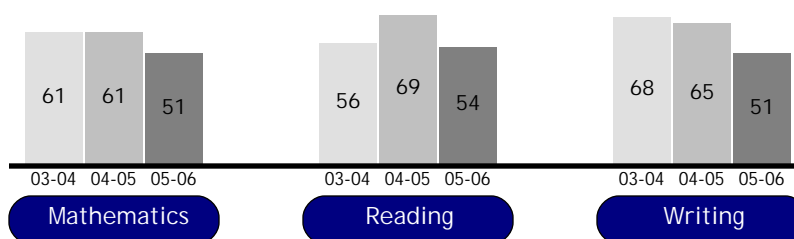
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

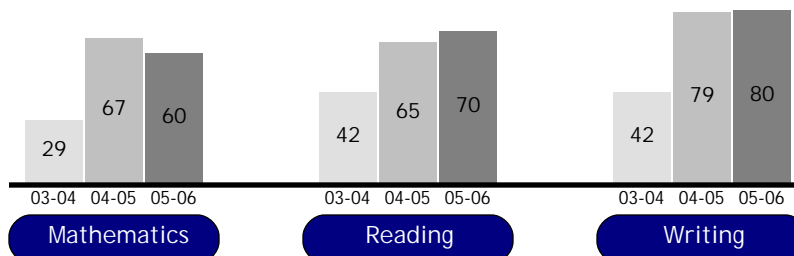
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	52	57	NA	58	65	56	40	47	67	63	35	46
	Language	72	32	44	50	65	50	40	47	67	54	35	48
	Mathematics	72	45	57	64	65	48	41	50	67	54	39	52
3	Reading	61	48	NA	55	67	50	40	44	71	44	37	46
	Language	65	54	56	61	67	48	40	44	71	44	39	46
	Mathematics	63	62	53	61	67	50	44	51	71	44	43	52
4	Reading	78	55	NA	56	69	49	42	48	68	46	44	52
	Language	78	51	48	52	69	49	44	49	68	48	44	52
	Mathematics	76	52	54	61	69	52	45	53	68	52	48	58
5	Reading	73	56	NA	55	83	55	47	50	74	61	48	56
	Language	73	46	45	49	83	52	48	50	74	54	44	54
	Mathematics	73	70	57	63	83	51	44	49	74	50	41	52
6	Reading	87	60	NA	56	75	57	48	51	86	58	52	56
	Language	85	52	44	48	75	61	45	47	86	52	46	50
	Mathematics	85	71	60	66	75	58	46	52	86	56	50	58
7	Reading	89	62	NA	54	92	60	47	50	78	63	48	54
	Language	89	60	54	58	92	59	51	52	78	68	52	58
	Mathematics	91	66	55	62	92	58	46	50	78	61	46	54
8	Reading	88	50	NA	55	82	55	49	51	87	63	54	58
	Language	88	43	45	52	82	55	48	50	87	58	50	56
	Mathematics	90	65	55	61	82	59	49	53	87	56	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü To facilitate school improvement
- ü To address short-term needs
- ü To develop increased communications
- ü To facilitate budget implementation
- ü To engage in shared decision-making
- ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.60
Other Professional Staff	3.00	Teacher Aide	25.69

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	0	0	0
10 or more years	12	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	88
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE Facilities
- ü Library Media Center
- ü Computer/Technology Labs
- ü Lifeskills Lab

Extracurricular Activities

- ü Student Council (6th-7th-8th)
- ü National Junior Honor Society
- ü Interscholastic Sports
- ü Cheerleading
- ü Homework Club
- ü Community Education Program

Social Services

- ü Breakfast/Lunch Program
- ü Artist-in-Residence Program
- ü PTO
- ü M.O.S.T. Extended Day Care

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Created Professional Learning Teams in which teachers discuss new ideas, practices and ways to improve achievement.
- ü Trained teachers on the use of data to inform classroom instruction.
- ü Improved student reading scores through tutoring provided by the K-3 override.
- ü Facilitated professional development for all school staff that was meaningful and pertinent to student achievement and care.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	96	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Washington School District's Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Norma Sanner	(602) 896-6501
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Jenny Knight	(602) 938-7999
Student Health/Nurse	Janice Baranowski	(602) 896-6510

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.